CALENDAR

OF

THE FRANCES SHIMER ACADEMY

OF THE

UNIVERSITY OF CHICAGO

(AFFILIATED WITH THE UNIVERSITY OF CHICAGO)

Vol. I., No. 1.

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JUNE, 1896

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CALENDAR, SEPTEMBER, 1896—JUNE, 1897.

Sept. 15.	Tuesday	First Term of Autumn Quarter begins. Examinations for Admission and for Advanced Standing.
Oct. 24.	Saturday	First Term of Autumn Quarter ends.
Oct. 27.	Tuesday	Second Term of Autumn Quarter begins.
Nov. 26.	Thursday	Thanksgiving Day; a holiday.
Dec. 5.	Saturday	Second Term of Autumn Quarter ends.
Dec. 8.	Tuesday	First Term of Winter Quarter begins.
Dec. 24-Jan. 5, 1897		Winter Vacation.
Jan. 5.	Tuesday	Session resumed.
Jan. 23.	Saturday	First Term of Winter Quarter ends.
Jan. 26.	Tuesday	Second Term of Winter Quarter begins.
Feb. 22.	Saturday	Washington's Birthday; a holiday.
Mar. 6.	Saturday	Second Term of Winter Quarter ends.
Mar. 9.	Tuesday	First Term of Spring Quarter begins.
Apr. 17.	Saturday	First Term of Spring Quarter ends.
Apr. 17-27.		Spring Vacation.
Apr. 27.	Tuesday	Second Term of Spring Quarter begins.
May 7.	Friday	Class Recital by Pupils of Assistant Instructors in Music.
May 14.	Friday	Class Recital by Pupils of the Principal of the Piano Department.
May 21.	Friday	Class Recital by Pupils of the Principal of the Vocal Department.
May 28.	Friday	Demonstrative Recital by Piano Graduates.
June 4.	Friday	Demonstrative Recital by Graduates in Vocal Music.
June 6.	Sunday	Baccalaureate Sermon.
June 8.	Tuesday	Commencement Exercises.
June 9.	Wednesday	Conservatory Concert.

The weekly holiday will occur on Monday instead of Saturday. The advantages of this arrangement are: greater rest and enjoyment of a Sunday free from care; the temptation to study on Sunday removed; and the freshness secured to the work of Tuesday by coming direct from Monday's study.

OFFICERS OF GOVERNMENT AND INSTRUCTION.

FRANK JUSTUS MILLER, PH.D., Principal.

A.B., Denison University, 1879; Professor of Latin in Clinton College, 1880-1; A.M., Denison University, 1882; Vice-Principal of High School, Plainfield, N. J., 1881-7; Instructor in Latin in Worcester Academy, Mass., 1887-90; Ph.D., Yale University, 1892; Instructor in Latin, The University of Chicago, 1892-4; Assistant Professor, *ibid.*, 1894-; Assistant Examiner, *ibid.*, 1892-6; Examiner of University Affiliations, *ibid.*, 1896-.

IDA MASON GARDNER, A.M., Dean and Instructor in History.

Teacher in Public Schools of Rhode Island, 1866-72; Assistant in State Normal School of Rhode Island, 1875-80; Principal of Private High School for Girls, Providence, R. I., 1880-91; Student in History at Summer Meeting of Oxford (Eng.) University, 1891; Lecturer of the American Society for the Extension of University Teaching, Philadelphia, 1891-2; Principal of Warren Academy, Warren, Ill., 1892-6; A.M., Beloit College, 1895.

WILLIAM TILTON WILSON, S.B., Instructor in Science and Mathematics.

Assistant Principal in Township High School, White River, Ind., 1886-7; Principal of Schools, Homewood, Ill., 1887-9; Superintendent of Schools, Westville, Ind., 1889-91; Graduate of Northern Indiana Business College, 1891; S.B., Northern Indiana Normal School, 1892; Superintendent of Schools, Dwight, Ill., 1892-4; Special Student of Biology, The University of Chicago, 1894-6; Lecturer in Zoölogy, *ibid.*, Extension Department, 1895-6; Instructor in Biology, City High Schools, Chicago, 1896; Prize Orator, The University of Chicago, 1896.

HARRIET GERTRUDE BLAINE, A.M., Instructor in Latin and Greek.

Teacher in Elyria, O., 1879-86; A.B., Oberlin College, 1890; Cataloguer, Oberlin College Library, 1890-1; Head Cataloguer, *ibid.*, 1891-3; Teacher of Latin, Oberlin College, 1892; Graduate Student, The University of Chicago, 1893-6; A.M., *ibid.*, 1896.

ANTHA KNOWLTON, A.B., Instructor in English.

Student in Colby University, 1886-8; A.B., Vassar College, 1890; Teacher of English and History in Montgomery Terrace School, Philadelphia, 1891-5; Graduate Student in The University of Chicago, 1895-6.

JANE CHAPIN TUNNELL, S.B., General Assistant in Science, Mathematics, and English.

S.B., Kansas Agricultural College, 1889; Assistant Librarian, *ibid.*, 1889-92; Teacher in High School, Manhattan, Kan., 1892-5; Graduate Student in English and History, The University of Chicago, 1895-6.

JESSIE MAY HALL, Recorder and Instructor in German.

Teacher in Mt. Carroll Seminary, 1887-92; Special Student in German and Mathematics, The University of Chicago, 1892-3; Teacher in Mt. Carroll Seminary, 1893-6.

MRS. ISABEL DEARBORN HAZZEN, Director of Musical Conservatory.

Trained under John O'Neil, Carl Zerrahn, Madame Edna Hall and other noted artists of Boston, and Prof. Mary A. Currier of Wellesley College.

LUELLA TOTTEN, Principal of Department of Instrumental Music.

Trained under W. H. Sherwood of Chicago, and during three years' study in Europe by Klindwort of Berlin and Leschetiszky of Vienna.

MARY CLAIRE SHERWOOD, Instructor in Art and Assistant in Instrumental Music.

Art education received at the Art Institute of Boston and the Students' Art League of New York. Trained musically in the method of W. H. Sherwood of Chicago.

FLORENCE TURNEY, Assistant in Preparatory Department,

I. SITUATION, BUILDING, AND GROUNDS.

The Academy is situated at Mt. Carroll, Ill., the county-seat of Carroll county, one hundred and twenty-eight miles west of Chicago on the Chicago, Milwaukee and St. Paul Railroad, which by its Southwest and Pacific divisions brings the school into direct communication with Chicago, Omaha, Kansas City, Milwaukee and Rock Island, and through these with all parts of the country.

The town of Mt. Carroll is ten miles from the Mississippi River, beautifully located among picturesque hills, and is justly celebrated for its beauty and healthfulness.

The grounds consist of twenty-five acres planted with ornamental and fruit-bearing trees. A fine kitchen garden supplies the table with fresh vegetables. The Academy stands on high land and looks off over a landscape rich and varied. The building is supplied with hard and soft water, is well heated, and the corridors and first floor are lighted by electricity.

It is proposed as soon as possible to erect a new building, which shall contain a large assembly hall, laboratory, gymnasium, and ample class rooms thoroughly equipped for the best methods of instruction.

II. ADMISSION.

Applicants for admission to the Academy are examined in Arithmetic, English, History of the United States, and Geography. Graduates of approved high schools are excused from taking the examination for admission. Students are admitted at the beginning of each quarter.

1. *In Arithmetic* the questions will aim to test the candidate's actual knowledge of the following subjects: Factoring, Greatest Common Factor, Least Common Multiple, Common and Decimal Fractions, Measures, Square Root and Percentages. The Candidate will be required to explain fully a problem in analysis involving literal quantities, and to designate powers by exponents in operations of factoring. Mental Arithmetic from dictation will be a part of the examination, and both the facility and accuracy of the candidate will be tested. Emphasis is laid on this requirement since experience shows that the candidate generally overestimates his attainments in these subjects.

2. *In English* the examination will include reading aloud, writing from dictation, defining, composition writing, and English Grammar. English Grammar should be so taught as to be the greatest possible help to a pupil about to begin the study of Latin. Whitney and Lockwood's or Meiklejohn's English Grammar, or Harper and Burgess' Inductive Studies in English Grammar will indicate the sort of preparation expected.

3. *In History* an elementary acquaintance with the great facts in the History of the United States will be expected. There should be an abundance of reading that will serve to awaken interest in the subject and to make the pupil familiar with the spirit of the times that he studies. Dates should be taught sparingly and with judgment. The most emphasis should be given to the period since the Revolution. Montgomery's or Sheldon's American Histories will fairly indicate the kind of work desired.

4. *In Geography* most of the time for preparation should be given to the United States and Europe. Only the most interesting and valuable facts should be learned. Emphasis should be given to Natural Resources and Commercial Geography. Incorrect spelling of geographical names in the examination will lower the applicant's grade.

In all the above subjects the time of the examination will be limited.

5. The next examination for admission will be given at Mt. Carroll, September 15, 1896. It will begin at 8:30 A.M. and close at about 4 P.M. the same day.

6. Of the above subjects English and Arithmetic will have more weight in securing admission than the other two. The most important subject is English. Applicants are usually more deficient in English and History than in Arithmetic and Geography.

III. INTRODUCTORY YEAR.

The Introductory Year has been provided because experience has shown that, in many instances, high attainment in college preparation is made impossible by the lack of a solid foundation in elementary subjects, and because that kind of elementary instruction which is properly introductory to a preparatory course is not available in some localities. The Introductory Year also provides for those who fail in the whole or a part of the entrance examinations, giving them an opportunity to complete their preparation under advantageous conditions.

COURSE OF STUDY FOR THE INTRODUCTORY YEAR.

Autumn and Winter Quarters.	Spring Quarter.
Arithmetic,	Arithmetic,
English,	English,
Geography,	Geography,
U. S. History,	Geometric Forms,
Elem. Science.	Elem. Science.

IV. THE CURRICULUM.

The Academy offers three courses of study based upon the requirements for the degrees of A.B., Ph.B. and S.B., at The University of Chicago. The following diagrams exhibit the arrangement of studies in each course:

Curriculum for Degree of A.B.

		THE LOWER ACADEMY. First Year.	Recitations per wk.	THE LOWER ACADEMY. Second Year.	Recitations per wk.	THE HIGHER ACADEMY. First Year.	Recitations per wk.	THE HIGHER ACADEMY. Second Year.	Recitations per wk.
AUTUMN QUARTER.	1st Term.	Latin,	5	Latin,	5	Latin,	5	Latin,	5
		History,	5	Greek,	5	Greek,	5	German or French,	5
		Algebra,	5	English,	4	Physics,	5	English,	5
		English,	2	Geometry,	4	Geometry,	4	Greek,	5
	2d Term.	Latin,	5	Latin,	5	Latin,	5	Latin,	5
		History,	5	Greek,	5	Greek,	5	German or French,	5
		Algebra,	5	English,	4	Physics,	5	English,	5
		English,	2	Geometry,	4	Geometry,	4	Greek,	5
WINTER QUARTER.	1st Term.	Latin,	5	Latin,	5	Latin,	5	Latin,	5
		Algebra,	5	Greek,	5	Greek,	5	Greek,	5
		History,	5	Geometry,	4	Physics,	5	German or French,	5
		English,	2	English,	4	Algebra & Geometry,	4	English,	5
	2d Term.	Latin,	5	Latin,	5	Latin,	5	Latin,	5
		Algebra,	5	Greek,	5	Greek,	5	Greek,	5
		History,	5	Geometry,	4	Physics,	5	German or French,	5
		English,	2	English,	4	Algebra & Geometry,	4	English,	5
SPRING QUARTER.	1st Term.	Latin,	5	Latin,	5	Latin,	5	Latin,	5
		Algebra,	5	Greek,	5	Greek,	5	Greek,	5
		History,	5	Geometry,	4	Physics,	5	German or French,	5
		English,	2	English,	4	Algebra & Geometry,	4	English,	5
	2d Term.	Latin,	5	Latin,	5	Latin,	5	Latin,	5
		Algebra,	5	Greek,	5	Greek,	5	Greek,	5
		History,	5	Geometry,	4	Physics,	5	German or French,	5
		English,	2	English,	4	Algebra & Geometry,	4	English,	5

Curriculum for Degree of Ph.B.

		THE LOWER ACADEMY. First Year.	Recitations per wk.	THE LOWER ACADEMY. Second Year.	Recitations per wk.	THE HIGHER ACADEMY. First Year.	Recitations per wk.	THE HIGHER ACADEMY. Second Year.	Recitations per wk.
AUTUMN QUARTER	1st Term.	Latin,	5	Latin,	5	Latin,	5	Latin,	5
		Algebra,	5	German or French,	5	German or French,	5	German or French,	5
		History,	5	Geometry,	4	Physics,	5	History,	5
		English,	2	English,	4	Geometry,	4	English,	5
	2d Term.	Latin,	5	Latin,	5	Latin,	5	Latin,	5
		Algebra,	5	German,	5	German or French,	5	German or French,	5
		History,	5	Geometry,	4	Physics,	5	History,	5
		English,	2	English,	4	Geometry,	4	English,	5
WINTER QUARTER.	1st Term.	Latin,	5	Latin,	5	Latin,	5	Latin,	5
		Algebra,	5	German or French,	5	German or French,	5	German or French,	5
		History,	5	Geometry,	4	Physics,	5	History,	5
		English,	2	English,	4	Algebra & Geometry,	4	English,	5
	2d Term.	Latin,	5	Latin,	5	Latin,	5	Latin,	5
		Algebra,	5	German or French,	5	German or French,	5	German or French,	5
		History,	5	Geometry,	4	Physics,	5	History,	5
		English,	2	English,	4	Algebra & Geometry,	4	English,	5
SPRING QUARTER.	1st Term.	Latin,	5	Latin,	5	Latin,	5	Latin,	5
		Algebra,	5	German or French,	5	German or French,	5	German or French,	5
		History,	5	Geometry,	4	Physics,	5	History,	5
		English,	2	English,	4	Algebra & Geometry,	4	English,	5
	2d Term.	Latin,	5	Latin,	5	Latin,	5	Latin,	5
		Algebra,	5	German or French,	5	German or French,	5	German or French,	5
		History,	5	Geometry,	4	Physics,	5	History,	5
		English,	2	English,	4	Algebra & Geometry,	4	English,	5

Curriculum for Degree of S.B.

	THE LOWER ACADEMY. First Year.	Recitations per wk.	Second Year.	Recitations per wk.	THE HIGHER ACADEMY. First Year.	Recitations per wk.	Second Year.	Recitations per wk.
AUTUMN QUARTER. 1st Term.	Latin,	5	Physiography,	5	Latin,	5	German or French,	5
	History,	5	German or French,	5	German or French,	5	Biology,	5
	Algebra,	5	Geometry,	4	Physics,	5	History,	5
	English,	2	English,	4	Geometry,	4	English,	5
AUTUMN QUARTER. 2d Term.	Latin,	5	Physiography,	5	Latin,	5	German or French,	5
	History,	5	German or French,	5	German or French,	5	Biology,	5
	Algebra,	5	Geometry,	4	Physics,	5	History,	5
	English,	2	English,	4	Geometry,	4	English,	5
WINTER QUARTER. 1st Term.	Latin,	5	Physiography,	5	Latin,	5	German or French,	5
	Algebra,	5	German or French,	5	German or French,	5*	Biology,	5
	History,	5	Geometry,	4	Physics,	5	History,	5
	English,	2	English,	4	Algebra & Geometry,	4	English,	5
WINTER QUARTER. 2d Term.	Latin,	5	Physiology,	5	Latin,	5	German or French,	5
	Algebra,	5	German or French,	5	German or French,	5*	Biology,	5
	History,	5	Geometry,	4	Physics,	5	History,	5
	English,	2	English,	4	Algebra & Geometry,	4	English,	5
SPRING QUARTER. 1st Term.	Latin,	5	Physiology,	5	Latin,	5	German or French,	5
	Algebra,	5	German or French,	5	German or French,	5	Biology,	5
	History,	5	Geometry,	4	Physics,	5	History,	5
	English,	2	English,	4	Algebra & Geometry,	4	English,	5
SPRING QUARTER. 2d Term.	Latin,	5	Physiology,	5	Latin,	5	German or French,	5
	Algebra,	5	German or French,	5	German or French,	5	Biology,	5
	History,	5	Geometry,	4	Physics,	5	History,	5
	English,	2	English,	4	Algebra & Geometry,	4	English,	5

NOTES ON CURRICULUM.

1. *The Academy* is divided into the Lower Academy and the Higher Academy. The first half of the Curriculum, covering the work of the first two years (of thirty-six weeks each) is known as the Lower Academy. The second half of the Curriculum, covering the work of the second two years (of thirty-six weeks each) is known as the Higher Academy.

2. *Quarters and Terms.* The year is divided into three quarters of twelve weeks each. Each quarter is divided into two terms of six weeks each. For dates see calendar, p. 2.

3. *Classification of Courses.* All courses of instruction given in the Academy are classified as Majors or Minors. The Major calls for 10 hours of class-room work each week for six weeks, the Minor for 5 hours of class-room work each week for six weeks. A Major, therefore, requires sixty recitations, a Minor thirty. All courses continue six weeks, but the same subject may be continued through two or more successive terms either as a Major or a Minor. Courses continued through two terms are called Double Majors or Double Minors.

4. While the curriculum is based upon the entrance requirements of the several courses in The University of Chicago, it gives ample preparation for any college or university.

5. *Academy Certificates.* The Academy grants two certificates: first, a certificate of membership in the Higher Academy, issued to students who have completed 39 Minor Courses or 6½ University Units; second, the Academy Certificate, granted to students who have completed 39 Major Courses, or 13 University Units. The Academy certificate admits the student without further examination to The University of Chicago.

V. *OUTLINE OF INSTRUCTION IN EACH SUBJECT.**

LATIN.

A course of study in Latin is provided, extending through four years and consisting of 12 Majors. The whole of this course is at present required for admission to The University of Chicago, except for those who wish to enter the S.B. Course. From these

*This outline does not include the work of the introductory year (see p. 4).

only easy sight reading and composition are required —about two years' work.

The aim of the work in Latin is to give the pupil such facility in the use of the language that later courses in college will not be irksome but enjoyable. The dominant aim will be to secure the power to understand at sight or at hearing, not certain prescribed books of certain authors but any thoroughly classical Latin of average difficulty which may be heard or read. Other things will be sacrificed to gain this end. Only those grammatical facts will be learned which are useful in reading, and, while intelligent appreciation of an author will be expected, minute study of subject-matter will be left for the college. Large amounts of Latin will be read or translated to gain facility by practice.

The attention of intending candidates for advanced standing and of their teachers is specially asked to the following matters, on which pupils are often found deficient:

1. Great attention should be given to the acquisition of a full and accurate *vocabulary* of words common in the authors of the course.

2. The meaning of a Latin sentence may best be found by following the *order of the Latin*, not by finding first the subject or predicate.

3. Latin composition should be a part of every recitation from the beginning, and should be *based on text* with which the pupil is familiar. Deficiency of candidates in this subject has been most marked. Latin composition should be regarded as a most valuable aid in fixing vocabulary, forms, and syntax. Without it translation is apt to be vague and inaccurate. Teachers are reminded that the mere writing of exercises from text-books on Latin composition as part of home lessons is an inadequate training. Such exercises must be supplemented by very frequent *sight* tests in the class, written without aid of any kind.

4. Paradigms are for use and hence should be learned intelligently. Endings should be compared and distinguished, and the cases should not be repeated in one unvarying order.

5. Attention should be given to quantity from the start. The quantity of all vowels in inflectional endings should be learned when the endings are first met with, and the quantity of vowels should be carefully distinguished from the quantity of syllables.

GREEK.

The aim in the instruction in Greek will be to give such facility in reading Greek that the college course may be devoted mainly to the study of literary form and of Greek life and thought as reflected in Greek literature. At no point will the student be allowed to become careless of the subject-matter, nor will questions of style be ignored, but here the treatment will be only suggestive, whereas the study of forms, syntax and vocabulary is intended to be as thorough as possible.

The method of work will be similar to that described under "Latin."

As a rule, the beginner in Greek will have had already one or two years of training in an inflected language bearing many marks of kinship with the Greek. It will be sought to make more use of this knowledge of Latin than is customary in acquiring Greek.

The suggestions to candidates for advanced standing in Latin apply equally well in the case of Greek. Further, the candidate should write a clear Greek hand, with correct placing of accent marks, and in pronouncing should place the stress upon the syllable which bears the accent mark.

HISTORY.

The work in Ancient History is allotted three Double Minors in the first year of the Lower Academy (the first year of the course) and will be devoted mainly to Greek and Roman History. This study is placed early in the course to enable the pupil to understand allusions to the facts of Ancient History, which he will constantly meet in reading the classics. The course will not aim at mere miscellaneous information, but at a clear comprehension of the national life of the Greeks and Romans. Periods of History will be compared with other periods of ancient and modern times, and intensive study will be given to a special topic.

In the last year of the Higher Academy pupils in the Ph.B. and S.B. courses have three Double Minors in Mediæval and Modern History. The method of study is similar to that outlined in Greek and Roman History.

MATHEMATICS.

The Department of Mathematics provides courses extending through three full years and consisting of three Double Minor courses in Algebra, four Double Minor courses in Plane and Solid Geometry, two Double Minor courses in Algebra and Geometry (review).

The work in Mathematics aims not only to prepare the student to pass successfully any college examination, but also, and primarily, to develop the power to do original work. To secure this result the student will perform all his work both in Algebra and Geometry from text-books selected with special reference to giving all possible opportunity to originality.

In Algebra much time will be given to operations involving negative, fractional, and literal exponents, factoring, setting up equations from problems, and the theory of exponents and quadratic equations. The pupil must develop and explain all algebraic formulæ and processes.

In Geometry, at first, much time is given to the form and logical order of both written and oral demonstrations. Several hundred exercises and numerical problems are taken up during the course of the year.

NATURAL SCIENCE.

The class method of laboratory instruction is the ideal pursued. Each member of the class or each small group is provided with the necessary apparatus, and all perform the same exercise during a given laboratory period. The laboratory work accompanies the study of a text-book.

In general, two consecutive hours will be spent in the laboratory, and some time outside the laboratory in preparation for the exercises. Since less time will be required for preparation outside the laboratory than in other subjects and more time under the eye of the instructor, a Minor in Physics or Biology will require six hours of laboratory work and two hours of recitation weekly.

The work in *Physics* will be equal to three Majors, or Double Minors. Students will be given graded exercises in the different subjects studied, chiefly quantitative in character. These exercises will illustrate or verify well-known physical laws, and whenever possible the laws will be deduced from the measurements made. Students will be expected to make their measurements with great care, and to record the results of their work in notebooks specially provided for the purpose. Explanatory lectures, the discussion of the laboratory exercises, the solution of physical problems and the study of a text-book will all be features of the work.

In *Physiography* the work will occupy three Minors or one-half year. The class instruction will be based upon Geikie's *Lessons on Physical Geography* and Mill's *Realm of Nature*.

The earth's form, its continents, oceans, and atmosphere, the development of topographical forms, and the movements of the ocean and the air will be among the topics studied. Laboratory work on the study of common minerals and rocks and on the study of topographical maps as illustrative of type forms in geography will be given.

While *Physiology* is not required for entrance to The University it is desirable for those who do not expect to enter college and also for those who are preparing to teach. It will be taught according to the laboratory method with careful observation and drawing.

BIOLOGY.

In *Biology* both plants and animals will be studied. One-half year will be devoted to each of the subjects of Zoölogy and Botany. The latest methods of laboratory work will be used in both subjects. In *Zoölogy*, typical forms of the several groups of animals will be studied. Special attention will be given to the morphology, physiology, and classification of these and other animals of the groups. The different groups will be studied comparatively from the standpoint of structure and development. In *Botany* the structure, morphology, and classification of the phanerogams and higher cryptogams will be the principal topics treated. Plants representing the typical families will be studied. The preparation of an herbarium will be encouraged, but not demanded of students.

In all laboratory work careful drawings and descriptions of all work done will be insisted upon, the object being to train the student to express what is seen, rather than to aid him to become accomplished in the art of drawing and essay writing. Occasional excursions will be taken for the purpose of collecting specimens and also observing plants and animals in their natural habits, environments, etc.

GERMAN.

Three Majors will be offered as a course in Elementary German, three Majors in Intermediate, and three Majors in Advanced German.

The aim in the Elementary course will be to enable the pupil to read easy German prose at sight, to accustom his ear to the sounds of the language, and to enable him to give short answers in German to questions.

The course in intermediate German is a continuation of the Elementary course, giving a wider grammatical drill along with the reading of a sufficient number of writers for the acquirement of a large vocabulary of words and idioms.

In Advanced German particular attention is given to the study of the classics and to the study of the Literature of the Eighteenth Century. Translations

from English into German and essays in German will be required throughout the course.

FRENCH.

The work in French will cover two years, three Majors being offered each year. The study of the first year covers the fundamentals of grammar and syntax, composition, and the reading of several hundred pages of easy modern French. The second year will include a large amount of reading from standard authors, sight-reading, and composition.

VI. MUSICAL DEPARTMENT.

The Conservatory of Music, conducted by the Mt. Carroll Seminary for many years, has made for itself an enviable reputation for the thoroughness and artistic excellence of its work. It has seemed best to continue for the present, without material change, the course of study and methods marked out by Mrs. Isabel Dearborn Hazzen who remains as Director of the Conservatory.

The work is rigidly graded and carried forward systematically as in other branches of study. The system of daily lessons satisfactorily used for many years will be continued.

The regular

PIANO COURSE,

which pupils of average musical ability and industrious habits may complete in three years, is divided into six grades. A detailed statement of the work covered in each grade may be obtained by application to the Dean. Students may enter any grade for which they are found qualified. Some previous knowledge of the rudiments of music are expected of pupils entering the regular course. Superior advantages, however, are provided for those beginning music.

Requirements for graduation in the Piano Course include the work of the above mentioned six grades, together with Harmony, the Literary work required of all students in Music and Art (see p. 10), the History of Music and the following selections memorized: one concerto; Mendelssohn G minor concerto, or equivalent; two Beethoven Sonatas; two Bach Fugues; two groups of smaller solos.

For those who desire to continue in the school and carry their work to a greater degree of attainment, two courses have been arranged requiring the following selections memorized:

I. ADVANCED COURSE.

Two Chopin Études. Two Bach Fugues.

Three Beethoven Sonatas. Two groups of smaller solos. One concerto of the classic school. One concerto of the modern school.

II. MEDAL COURSE.

Four Chopin Études from op. 25. One Bach Fantasie. Chopin Sonata, or Beethoven Sonata, op. 110. Two groups of four solos each. Four concertos.

None but students of unusual musical ability are encouraged to complete the Medal Course.

A demonstrative recital given before the Conservatory pupils is required of each graduate in the advanced course, the programme as far as possible being memorized.

For developing touch, phrasing and musical interpretation, the Sherwood method is used, combined with Mason's Touch and Technique.

Careful attention is given to the use of pedals according to Schmidt.

The course in Harmony is based on Brockhoven.

Practice for developing strength and freedom of the fingers, wrists and arms is taken upon a technicon.

ORGAN COURSE.

The first and second grades in this course are equivalent to the first and second grades in the Pianoforte Course. These include:

Exercises in pedal-playing.

Hymn-tune playing.

Short modulations and elementary registration are given to prepare pupils to conduct successfully the usual church service.

VOCAL COURSE.

The first and most important consideration in voice-building is the establishment of correct breathing. This fact will be emphasized throughout the entire course.

OUTLINE OF VOCAL COURSE.

First and second grades.—Exercises for tone-production; exercises in breathing; elements of notation; exercises in vocalization and solfeggio; sight singing.

Third and fourth grades.—Exercises in vocalization and solfeggio continued; exercises for articulation in English and Italian; Marchesi's Studies in Italian; arias of moderate difficulty; ensemble singing; sight singing continued.

Fifth and sixth grades.—More difficult studies in phrasing and expression; exercises for flexibility, embellishments, etc., at the same time building up and memorizing a repertoire of Church, Concert, and Operatic Music.

REQUIREMENTS FOR GRADUATION.

A knowledge of the best songs of the modern German, French and English composers; the most noted songs from Schubert, Shumann and Franz.

Arias from the standard oratorios.

Arias from the standard operas.

Anthology of Italian songs of the seventeenth and eighteenth centuries.

A knowledge of piano music, equal to the first and second grade of the Piano Course.

Harmony and Musical history. Required Literary work (see p. 10).

For those satisfactorily completing the regular course and desiring to be more proficient, an advanced course has been arranged.

ADVANCED COURSE.

The continuation of first course with more finish and breadth of style.

Greater familiarity with the standard operas and oratorios.

Bordogni's 36 Vocalises Bks. I. and II.

Exercises, studies and pieces of noted difficulty.

Proficiency in sight singing.

A knowledge of piano music equal to third grade.

The final examination will include the rendering of a recital programme memorized.

GOLD MEDAL COURSE.

For pupils of unusual talent, gifted with fine voices, a special course for acquiring greater proficiency in the art of public singing follows the completion of the Advanced Course.

Every pupil's standing and classification is determined by the Principals, and her lessons directed and controlled by them. Pupils taught by an assistant have instruction at a low rate, but they really have the benefit of the large experience of the Principal.

VII. ART DEPARTMENT.

COURSE IN ART.

First year.—Charcoal drawing from objects and from casts. Recreation painting from copies and still-life. Sketching in pencil and charcoal from nature.

Second year.—Cast drawing of fore-shortened heads, and of figures, in charcoal and crayon. Pen and ink drawing. Painting from still-life in oils and water colors. Sketching from nature in various materials. Perspective and anatomy.

Third year.—Drawing from the more difficult antique casts, and from life. Painting in water colors, oil and pastel from still-life and flowers, and out-of-doors. Clay modeling, if especially desired. Sketching, Art history and botany.

Fourth year.—Painting of flowers, in the various materials, from nature; of the head and draped model, from life. Art history and related reading, sketching.

MEDAL COURSE.

Those who have completed the regular course, and desire to continue, are given a year of advanced work, for which they receive a gold medal.

The course consists of original studies from nature, in any material used in the school. These are expected to show the pupil's idea of composition in form and color. They are to be landscape, portrait, full figure and still-life, and an original plan elevation and perspective drawing of a public building, as a review of perspective work done earlier in the course.

A thesis on some art topic, approved by the instructor, is written in the fall term.

This course is expected to need three hours' instruction daily in the studio.

REQUIRED LITERARY WORK FOR STUDENTS IN MUSIC AND ART.

Students making a specialty of Music or Art are required to complete before graduation the following course:

Common English branches	
French or German	6 Majors.
History	6 Majors.
Literature	3 Majors.
Rhetoric and Composition	3 Majors.
Physiology	3 Minors.
History of Music or Art	3 Minors.

Pupils of mature years, who on examination enter with advanced standing in Music, may, at the discretion of the Conservatory Director and the Dean of the Academy, be allowed to offer substitutes for the required literary work.

VIII. BUSINESS COURSE.

To meet the needs of those who desire Business training arrangements have been made for instruction in Bookkeeping, Stenography and Type-writing, to be taken with, or independently of the regular course.

IX. EXPENSES.

1. *Tuition Fee.* The tuition fee for day-pupils is $15 per quarter, or $7.50 for a term of six weeks. This includes all charges except for books. No pupil is taken for less than six weeks. For day-pupils taking Music and Art, see 3, below. For day-pupils taking Bookkeeping with regular studies the extra charge is $6 per quarter. Bookkeeping alone, $12 per quarter. Stenography and Typewriting, with use of typewriter one hour daily $20 per quarter. Stenography, Typewriting and Bookkeeping $25 per quarter.

2. *Expenses for Boarding-Pupils.* Tuition, board, rent of room, lights, fuel and washing (one dozen pieces), $70, $75 and $80 per quarter, according to room selected. For a term of six weeks the charge is one-half as much as for the quarter. No pupils are taken for less than six weeks. To pupils who pay the extras for Music or Art, but who do not take any literary work, there will be a reduction of $10 per quarter from the above rates. Boarding-pupils who take only business studies will be charged $5 or $10 extra, according to the number of business studies taken. Pupils are expected to furnish sheets, pillow-cases, blankets, and towels.

3. *Expenses in Music and Art.* Private daily lessons in Music, Division A, $16 per quarter. Private daily lessons, under the Principal of either Vocal or Instrumental Department, $32 per quarter. Harmony in class of four, two lessons per week, one hour each, $11.50 per quarter. Harmony, two lessons per week, under an assistant, $8.50 per quarter. Use of piano one hour per day, $2.35 per quarter. Each additional hour, $2.50 per quarter. Use of organ (large pedal bass) one hour per day, $4.35 per quarter. Each additional hour, $3 per quarter. Painting in Oil, Water Colors, China Decoration, Pencil and Crayon Drawing, 25 cents per hour.

4. *Payment of Academy Bills.* The bill for each quarter is to be paid on the first day of the quarter, and a receipt-card properly signed by the Dean must be obtained before recitations are begun. When more convenient, payment for the term of six weeks may be made instead of for the whole quarter. No pupil is expected to begin the work of any term without first having paid the tuition bill for six weeks.

5. Pupils who desire to help themselves by working in the Manual Labor Department should write as early as possible to the Dean, stating how large a part of the full charge they are able to pay. It is not expected that the amount earned by any pupil would exceed $25 per quarter.

6. Books and stationery may be purchased at the Academy at reduced rates. The necessary expense for books ranges from $2.50 to $7 per quarter, according to the number of studies and advancement of the pupil.

X. DISCIPLINE.

The main object at which the Academy aims is to fit its pupils for life — to secure the trained intellect, the refined sensibilities, the self-controlled will, the enlightened conscience, which together make a noble and symmetrical womanhood. While the discipline will be firm and unflinching, it will be made as far as possible self-discipline. Every pupil will be taken at her best, and led to study her own ideals, to compare them with the higher standards presented to her; to see the underlying principles of self-development; to recognize the needs of her own character and then intelligently to set about supplying them.

This method of development is slow, but it justifies itself by results. Character can be formed only by one's self. The wisest teachers, the tenderest mothers can go only to a certain point. Then the child must undertake the task for herself, and must have a certain freedom in which to choose the right and find the blessedness of conscious integrity, and strength for the next advance; or to choose the wrong and through consequent suffering learn that it does not pay.

Parents need not fear that this method of government means relaxation of watchfulness or care on the part of the teachers. It calls for a far greater degree of personal watchfulness than any other. The faintest efforts at self-government must be recognized and encouraged, the first departure from right detected and the pupil guarded against her own mistakes. When laws and rules become necessary through wrong-doing, they will be rigidly enforced and the pupil made to appreciate the freedom which she has lost by its abuse.

Pupils who show themselves unwilling or unable to govern themselves after reasonable help will be re-

moved from the school. The Academy is to be the place where right-minded, earnest students are to be found, — a school where parents may place their young daughters with full assurance that the influence will be helpful.

XI. PERSONAL CARE.

On entering the Academy, every girl will receive the personal attention of the Dean as to her physical condition. Parents are earnestly requested to supply any information that would assist in forming a just estimate of the pupil's physical needs. These will be carefully recorded and each pupil placed under the personal supervision of a teacher whose duty it will be to see that these needs are properly met. Peculiar or difficult cases will be reserved for the Dean. Monthly reports from every pupil and her supervising teacher, will be required, and comparison will show the pupil's progress in physical well-being or her need of medical assistance. Parents will be kept informed of their daughters' physical condition as regularly as of their intellectual progress.

XII. GENERAL INFORMATION.

1. *Selection of the Courses of Study.* The work of the first year of the Lower Academy is the same for all students. At the beginning of the second year each student will choose, with the advice of the Dean and the approval of her parents, the course best adapted to her needs and aims. Irregular courses are discouraged.

2. *Advanced Standing.* Students who enter from High Schools or other Academies, and wish to take advanced courses will pass the Entrance Examination, and also written examinations to test their fitness to profit by the courses which they desire to take.

3. *Special Students.* Students who do not intend to go to college will, as a rule, be expected to follow the regular courses of study, since these are as well adapted for general culture and training as for college preparation. In cases where deviation from the courses of study is permitted, students must arrange with the Dean.

4. *Examinations and Grading of Students.* There is an examination on every course, major or minor. Students are graded in each course according to their standing as A, B, C, D, E. Those who receive A, B or C, pass; those who receive D or E, fail to pass and receive no credit for the course. Reports are rendered to parents at the end of every term (six weeks).

All examinations passed in the Academy are credited towards admission to The University of Chicago. A student, therefore, who has successfully completed his Academy course is admitted to The University without further examination.

Students whose standing in two-thirds of their work for any term is D or E will not be permitted to select during the next term more than one Major or two Minors, if in the judgment of the Dean this restriction will secure better results.

5. *Absences.* Permission must be obtained, when practicable in advance, for absences from church, from physical exercise, from chapel, and from study hours, as well as from recitation. Students are expected to attend every exercise. Irregularity of attendance, if persisted in, leads to the removal of the offender from the Academy. Absences at the beginning and at the end of the quarter involve as serious loss to the pupil as at any other time. A daily record of absences is made, and all students are expected, unless they are physically unable to do so, to obtain excuses for their absences within twenty-four hours of the time when they were incurred.

6. *Absence from the Town.* No student may under any circumstances leave the town without permission previously obtained.

7. *Advantages of House Residence.* Students are advised in all cases, when it is possible, to occupy rooms in the Academy building. Students occupying such rooms avoid many distractions, come into very close contact with the life of the school, and are very likely to regard the school work as the one thing demanding their best efforts. They are led to cultivate a healthy spirit of self-reliance and to gain from their fellow-students an enthusiasm for study and a knowledge of life. Not infrequently the best and most lasting results of school-life are derived from association with teachers of noble and attractive personality.

8. *Deposit on Room.* Applications for rooms should be sent to the Dean as early as possible. The sum of $5.00 must be deposited when a room is engaged, and no room will be reserved unless this deposit has been made.

9. *Outside Rooms.* Students living out of the Academy building are not allowed to room in any building in which a family does not reside. Householders who rent rooms to students make a weekly report to the Dean as to the conduct of the students in

their houses, and students will be allowed to room only in such houses as the Dean may approve. This approval must be secured before rooms are engaged.

10. *Rooms and Furnishings.* Rooms are of different kinds and sizes; all are furnished with beds, chairs, table, bureau, washstand, carpet and window shades. Students furnish *sheets, pillow-cases, blankets and towels.*

11. All business communications should be addressed to the Dean.

XIII. THE RELATION OF THE ACADEMY TO THE MT. CARROLL SEMINARY AND TO THE UNIVERSITY OF CHICAGO.

The school which for more than forty years has been known as Mt. Carroll Seminary has, by the wish of its founder, Mrs. F. A. W. Shimer, become an affiliated school of The University of Chicago. It was Mrs. Shimer's desire at the outset to transfer the Seminary directly to The University. After much consideration, however, it was decided that a separate Board of Trustees should be organized and take charge of the school. This has been done. The Board consists of fifteen members, representing The University of Chicago, the Alumnæ of the Seminary, and the citizens of Mt. Carroll.

The relation of the Frances Shimer Academy to The University of Chicago is a double one. In the first place it is an affiliated academy of The University, and as such the work of instruction is under the direct oversight of The University. In the second place, eight of the fifteen trustees are trustees of The University. Among this number are the President of The University, Dr. W. R. Harper; the Vice President of the Board, and the Comptroller and Secretary. In order to emphasize the intimate relation which the Academy will sustain to The University, Professor F. J. Miller, the University Examiner in the Department of Affiliations, has been made the Principal of the Academy and a member of its Board of Trustees, without in any way altering his relation to The University. While, therefore, the Academy will sustain a relation to The University so intimate as to justify its name, it is an independent institution and seeks a constituency of its own.

This constituency, it is hoped, will include all the friends of Mt. Carroll Seminary. The new school recognizes the excellent work done in the past, and hopes to carry forward into the future all that is best. It will always have a hearty welcome for Alumnæ and old students of the Seminary, and it asks their coöperation and support in the effort to perpetuate and advance the best interests of their old school.

XIV. NEEDS OF THE ACADEMY.

The greatest need of the Frances Shimer Academy is in the line of buildings. Good work has been done and can be done in cramped quarters and with poor equipment; but the school which holds its own and makes a place for itself among the best schools of the day must come into line with those schools in accommodations and equipment. The friends of the Academy and of Mt. Carroll Seminary have a rare opportunity to make the present crucial year of the new undertaking the beginning of greater things than they have dreamed of.

Two new buildings should be provided for before the close of the year. One of these, which should especially appeal to all graduates of the Conservatory of Music, is a building to be exclusively devoted to the Musical Department of the school. It should contain practice rooms with walls properly deadened and a concert hall for the public exercises of the Conservatory. This building should be made an artistic addition to the beautiful campus of the school and might well be named in honor of the woman whose persistent effort has made the Musical Conservatory of Mt. Carroll Seminary favorably known all over the country.

The second building, which is imperatively demanded at a very early date is one which would give the greatest possible impetus to the prosperity of the Academy. It should provide for a large daily assembly hall, laboratary, gymnasium and ample class rooms thoroughly equipped for the best methods of instruction. The valuable collections left by the late Dr. Shimer would make an excellent start toward a scientific department second to none among secondary schools. For many years the work of the Seminary has been lrrgely carried on by the Associate-Principal, whose name does not so often appear as that of the founder of the school, but the abiding effect of what she has wrought will be felt in the lives of her pupils and should find expression in some substantial form.

If the Frances Shimer Academy could see rising among its lofty trees, the needed buildings and the old one restored into a modern dormitory it would

indeed have fulfilled its desire to blend the past with the future, and have embodied in fitting manner the memories of the three women whose heroic work none know so well as those who have felt the impress of their characters. It has been mainly woman's work for women, but many men also express grateful appreciation of their indebtedness to the old school.

Will the Alumnæ and all friends of the old school and the new, write some expression of their interest in this matter, and what they would personally do to forward it, either by their own gifts or by seeking subscriptions for it, to the Dean of the Academy? It is the Academy's great desire that this plan may be put into execution so soon, that the closing years of the founder of Mt. Carroll Seminary may be gladdened by some vision of what is to be the outcome of that which she has wrought.